Utilizing School Land/
Livestock Laboratories
in
ARIZONA

Department of Agricultural Education
The University of Arizona   Tucson

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UTILIZING SCHOOL LAND/
LIVESTOCK LABORATORIES
IN
ARIZONA

A Manual Setting Forth
Guidelines, Legal Aspects
and Suggested Plan for
Developing and Utilizing
School Land/Livestock
Laboratories

Service Bulletin
Number Twenty-One

Department of Agricultural Education
The University of Arizona
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School Land/Livestock Laboratories is included. The intent of this manual is to assist teachers, school administrators, members of advisory committees and school board members in developing plans and formulating policies for the successful utilization of laboratories of this nature to enhance the instructional program in vocational agriculture.

Floyd G. McCormick, Head
Department of Agricultural Education
University of Arizona
Tucson
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Synthesis of the guidelines for developing and utilizing School Land/Livestock Laboratories included in this manual was made by the following teachers:

Frank Adams -- Douglas
Fred Amator -- Mesa
Willard Barney -- Agua Fria
Phil Bond -- Coolidge
Jim Brown -- Peoria
Spencer Brown -- Amphitheater
Marven Busby -- St. David
Dave Cox -- Baboquivari
Ted DeSpain -- Marana
Pat English -- Elfrida
Jim Faust -- Butler, Penn.
Dwain Gale -- Prescott
Richard Heward -- Westwood (Mesa)
Robert Holland -- Agua Fria
Tom Jones -- Bowie

Roger Kitterman -- Amphitheater
Charles Miller -- Chinle
Glen Miller -- Mayer
Steve Nichols -- New Mexico
Don Parker -- Casa Grande
Richard Sawyer -- Westwood (Mesa)
Carnell Sipes -- San Simon
Robert Sotomayor -- Florence
Pete Stewart -- Buckeye
Dennis Telleen -- Glendale
Tim Vensel -- Tolleson
Willard Wade -- California
Jim Watkins -- Tuba City
Paul Wellman -- Dysart
Jim Willis -- Arizona Western
Bill Winburne -- Baboquivari

Refinement and revision of the guidelines were completed by Dr. E. M. Juergenson. The sections dealing with the legal aspects and the outline for developing the operational plan was completed by Mr. Willard Barney, Graduate Assistant, Department of Agricultural Education, University of Arizona.

The teacher education staff in Agricultural Education has provided leadership to the development of this publication on Utilizing School Land/Livestock Laboratories in Arizona.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOREWORD</td>
<td>i</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>PREFACE</td>
<td>v</td>
</tr>
<tr>
<td>GUIDELINES FOR DEVELOPING AND UTILIZING SCHOOL LAND/LIVESTOCK LABORATORIES</td>
<td>1</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum</td>
<td>5</td>
</tr>
<tr>
<td>Organization</td>
<td>10</td>
</tr>
<tr>
<td>Management</td>
<td>13</td>
</tr>
<tr>
<td>Standards</td>
<td>18</td>
</tr>
<tr>
<td>LEGAL ASPECTS OF SCHOOL LAND/LIVESTOCK LABORATORIES</td>
<td>23</td>
</tr>
<tr>
<td>Establishing School-owned Land/Livestock Laboratories</td>
<td>24</td>
</tr>
<tr>
<td>Financing School-owned Land/Livestock Laboratories</td>
<td>24</td>
</tr>
<tr>
<td>Using Money Derived from the Laboratory</td>
<td>25</td>
</tr>
<tr>
<td>Land Laboratory Bank Account</td>
<td>28</td>
</tr>
<tr>
<td>Liability Involved with School Land/Livestock Laboratories</td>
<td>28</td>
</tr>
<tr>
<td>Specific Items Concerning Liability</td>
<td>29</td>
</tr>
<tr>
<td>Conclusions</td>
<td>31</td>
</tr>
<tr>
<td>SUGGESTED OUTLINE FOR DEVELOPING AN OPERATIONAL PLAN FOR SCHOOL LAND/LIVESTOCK LABORATORIES</td>
<td>32</td>
</tr>
<tr>
<td>Statement of Philosophy</td>
<td>33</td>
</tr>
<tr>
<td>Purposes of Land/Livestock Laboratory</td>
<td>33</td>
</tr>
<tr>
<td>Layout of Land/Livestock Laboratory Facilities</td>
<td>34</td>
</tr>
<tr>
<td>Policies for Land/Livestock Laboratory</td>
<td>35</td>
</tr>
<tr>
<td>Organization and Establishment</td>
<td>35</td>
</tr>
<tr>
<td>Operation and Maintenance</td>
<td>37</td>
</tr>
<tr>
<td>Agreement</td>
<td>42</td>
</tr>
<tr>
<td>Budgets</td>
<td>45</td>
</tr>
<tr>
<td>Developmental</td>
<td>45</td>
</tr>
<tr>
<td>Operational</td>
<td>46</td>
</tr>
<tr>
<td>Time Schedule</td>
<td>47</td>
</tr>
</tbody>
</table>
School farms or land laboratories have been utilized for a long time by departments of vocational agriculture. In many cases, they have served effectively to complement classroom or shop activities. However, in too many situations, their purpose has been uncertain, their appearance unsightly and their operation and management a point of controversy between various school officials, community leaders and the vocational agriculture teacher.

Unless there is a definite philosophy of educational intent established and well-defined purposes identified, these facilities can become a liability to a local department of agriculture. Needless to say, ample planning is essential if these laboratories are to be developed, organized and utilized in such a manner that they will become an asset to the vocational agriculture department.

The underlying concept of the land/livestock laboratory is the extension of classroom learning activities to facilitate the practical, realistic application of those concepts and principles studied in the classroom. If organized and utilized in this manner, these laboratory facilities will actually complement and supplement the on-going curriculum in operation in the department of agriculture. In this way, the land/livestock laboratory can become an effective tool to assist the teacher in achieving the educational objectives of the program.

To assure that this articulation and coordination will become a reality, there is a paramount need to devise an operational plan, based upon a set of guidelines, for developing and utilizing school land/livestock laboratories.

With this idea in mind a dedicated group of teachers of agriculture participated in a one week seminar held on the University of Arizona campus during the summer of 1971 to develop a set of guidelines that would form the basis for effectively operating an existing land/livestock laboratory or developing a new facility. The set of guidelines contained herein are not all inclusive, nor are they meant to be a rigid set of rules. Rather they should serve as a basis for guiding the development, management and operation of a land/livestock laboratory dependent upon and reflecting the local conditions that exist in each community.
Various concerns regarding the legal aspects of school-owned land/live-stock laboratories, as related to Arizona Revised Statutes, are discussed in Part B of this manual. It is suggested that this section be thoroughly reviewed by all persons involved with facilities of this nature.

In order to facilitate in the design of meaningful, functional, operational plans, Part C of this publication contains a suggested outline that will serve as a guide to assist teachers, school administrators and advisory committee members in this task.
PART A
GUIDELINES FOR DEVELOPING AND UTILIZING
SCHOOL LAND/LIVESTOCK LABORATORIES

Listed below are the basic guidelines that should be utilized by school board members, administrators, advisory committee members, and teachers of agriculture to provide direction in planning, organizing, managing and evaluating school land/livestock laboratories in Arizona.

This list of guidelines has been broken down into the following categories:

I. Philosophy
II. Curriculum
III. Organization
IV. Management
V. Standards

On the following pages will be found a detailed discussion of each guideline essential for developing and utilizing school land/livestock laboratories.
I. PHILOSOPHY - LAND/LIVESTOCK LABORATORIES:

There is a need for supplementary preparation in agriculture for students enrolled in vocational agriculture in order for them to become employable. This need will greatly increase in future years. It is the responsibility of the school district to provide those experiences which will make students competent in the field of agriculture. A land/livestock laboratory is one way of providing for these experiences. However, a district should consider the reasons for obtaining a facility before it acts. Once the decision is made, the guidelines laid down in this publication should be considered.

Guideline #1:
LAND/LIVESTOCK LABORATORIES SHOULD PROVIDE AN EXTENSION OF CLASSROOM LEARNING ACTIVITIES.

a. It should provide laboratory experiences for those principles studied in the classroom.

b. The laboratory should be located as near to the high school campus as possible.

c. Facilities for individual student projects should not interfere with the class planned activities.

d. Demonstration plots should be emphasized rather than basic research experimentation.

Guideline #2:
AN ADVISORY COMMITTEE SHOULD BE USED TO FORMULATE POLICIES FOR THE ESTABLISHMENT AND OPERATION OF THE LAND/LIVESTOCK LABORATORY.

a. All phases of planning should be coordinated with the school administration.

b. Recommendations of the advisory committee and administration should be submitted to the local school board for approval.

c. A written policy should be developed between the vocational agriculture department and the school board regarding operation of the laboratory.
Guideline #3:

THE TEACHER OF VOCATIONAL AGRICULTURE WILL HAVE THE RESPONSIBILITY OF SUPERVISION AND MANAGEMENT OF THE OPERATION OF THE LAND/LIVESTOCK LABORATORY.

a. Released time should be provided for the supervision of the extra duties involved with the laboratory.
b. Student labor should not be carried beyond the basic learning activities.
c. Additional labor should be provided with school funds when necessary. The possibility of hiring student labor should be considered.
d. Basic maintenance functions should be carried out by the school maintenance department and not the vo-ag instructor.
e. The possibility of employing a farm manager should be considered if the operation is of sufficient size.

Guideline #4:

CROP AND LIVESTOCK ENTERPRISES SHOULD BE OF A SHORT-TERM NATURE UNLESS SPECIAL LOCAL CONDITIONS DICTATE OTHERWISE.

a. The production cycle should be completed within the school year and hopefully with a minimum of operation during summer vacation.
b. Breeding herds may be kept when special conditions in the community indicate this type of operation. Most of the time short-term fattening or growing out animal projects are best.
c. If summer laboratory programs are conducted, student help should be utilized when possible, with definite responsibility assignments made, understood, and agreed upon.

Guideline #5:

THE PRIMARY AIM OF THE SCHOOL LAND/LIVESTOCK LABORATORY IS THE LEARNING ACTIVITY PROVIDED. IT SHOULD NOT BE EXPECTED TO MAKE A PROFIT.

a. School funds should be provided for classroom-related activities conducted on the laboratory.
b. A written policy should be adopted regarding the use of any profits realized from the laboratory.
c. Student cooperative projects should be self-financed by the student involved.
Guideline #6:

PROVISION SHOULD BE MADE FOR PERIODIC EVALUATION OF THE LAND/LIVESTOCK LABORATORY ON THE BASIS OF THE LEARNING ACTIVITY INDICATED IN THE CURRICULUM.

a. The curriculum and the laboratory should be planned according to the needs of the community.

b. Evaluation should be a continuous process by all those involved with the laboratory.
II. CURRICULUM - LAND/LIVESTOCK LABORATORIES:

The vocational agriculture curriculum should be specific enough to meet the needs of the community, but not necessarily limited so as to exclude the idea of the mobility of society and the (entire) world of work. Curriculum development should be a dynamic process, that is, ever-changing to meet the broadening needs of the agricultural industry. The program in vocational agriculture should be designed to develop agricultural skills, attitudes, and responsibilities in young people who enter the industry.

The manner in which the curriculum is involved in a land laboratory will to a large extent determine the function and operation of the facility. Practical application of the concepts taught in all areas of the vocational agriculture curriculum can be obtained in many ways, but the proper utilization of the modular concept in the land/livestock laboratory is especially effective. Figure 1 is a construct of the integration of the modular concept with land/livestock laboratories into the total vocational agriculture curriculum.

The following guidelines and suggested ways and means of implementing the guidelines are for administrators, school boards, and vocational educators in agriculture in order to assist the local school district in initiating or upgrading a land/livestock laboratory into the vocational agriculture curriculum.
Guideline #1:

LAND/LIVESTOCK LABORATORY ACTIVITIES SHOULD BE SELECTED TO AID IN
ACCOMPLISHING THE OBJECTIVES OF THE CURRICULUM.

a. Curriculum should be based upon student and community needs.
b. The objectives of the curriculum should be stated in a policy
   agreement with the local school board.
c. Activities on the land/livestock laboratory should be selected
   in agreement with the stated curriculum objectives.

Guideline #2:

ACTIVITIES ON THE LAND/LIVESTOCK LABORATORY SHOULD BE BASED UPON
THE MODULAR CONCEPT, WITH ACTIVITIES TERMINATING WITHIN THE SCHOOL YEAR,
EXCEPT WHEN THE LOCAL SITUATION WARRANTS THE USE OF LONG-TERM ENTERPRISES.

a. The modular concept is a group of education activities pertaining
to an area of production agriculture. Examples are the educational
activities pertaining to swine feeding, crop production, or hothouse
tomato production. Included are classroom instructional units,
physical facilities, and procedures for coordination of classroom
instruction and laboratory activities.1

b. Examples of the suggested short-term enterprises, or enterprises
   that will complete the production cycle during the school year are:
   1) Swine feeding
   2) Small-grain production
   3) Feeder lambs
   4) Feeder steers
   5) Broilers
   6) Swine breeding
   7) Feed preparation
   8) Greenhouse production
   9) Shop project construction
   10) Agricultural business management projects

1. Amator, F. L., A Model Concept for Utilizing Land/Livestock
Figure 1
Guideline #3:

IN SELECTING A MODULE TO FIT THE CURRICULUM, THE FOLLOWING ITEMS SHOULD BE CONSIDERED:

a. Possible profit margin
b. Equipment needs and availability
c. Physical facilities
d. Location
e. Local agriculture
f. Resources available to complete module
g. Operational expenses
h. Student needs
i. Teacher qualifications

Guideline #4:

LEARNING ACTIVITIES WITH THE LAND/LIVESTOCK LABORATORY MODULE SHOULD BE DESIGNED TO INVOLVE EVERY STUDENT WITHIN THE CLASS IN AN ATTEMPT TO MEET INDIVIDUAL NEEDS.

a. Money should be available to hire special-needs students to do the maintenance type of operations on the land/livestock laboratory.
b. Class cooperatives are highly recommended.
c. Bank loans to students on an individual basis, or to the entire class will adequately finance the module.
d. Chapter FFA loans to those students involved are satisfactory.
e. Student managers from the senior class can assist with the modules of the first three (3) years (classes).
f. Certain equipment should be available for student use.
g. Student herdsman can work during the summer months if the situation warrants.
h. A complete set of accounts (records) should be kept by each student involved in the land/livestock laboratory.
Guideline #5:

THE VOCATIONAL AGRICULTURE TEACHER SHOULD SERVE AS AN ADVISOR TO ALL THE MODULES CONDUCTED ON THE DIVERSIFIED LAND/LIVESTOCK LABORATORY.

a. The vocational agriculture teacher should have a period during the school day for supervision and administration of the modules being conducted on the land/livestock laboratory.

b. Supervisory visits can and should be conducted on the land/livestock laboratory, with students who are conducting their own occupational experience program on the land/livestock laboratory, students who are employed on the land/livestock laboratory, and with students involved in the modular concept program.

Guideline #6:

LEARNING ACTIVITIES SHOULD BE DESIGNED ON THE LAND/LIVESTOCK LABORATORY TO ACQUAINT STUDENTS IN THE LOWER GRADES WITH THE WORLD OF WORK IN AGRICULTURE.

a. Consumer education should be provided to lower grades in relation to agriculture and agricultural products especially important to them.

b. Visits should be encouraged from the lower grades to the land/livestock laboratory.

c. The teacher should provide the necessary information relative to the vocational agriculture curriculum for teachers in the elementary grades.

d. The vocational agriculture teacher should develop orientation units to teach to lower grades utilizing the land/livestock laboratory.

e. A local school fair will involve the students in the lower grades.
III. ORGANIZATION - LAND/LIVESTOCK LABORATORIES:

In order for a land/livestock laboratory to function smoothly, the items common to all businesses should be followed in the day-by-day operation. Administrative rules, budgets, and insurance as well as agricultural operations should be planned in advance.

Guideline #1:

THE VO-AG TEACHER IN PLANNING AND IMPLEMENTING LAND/LIVESTOCK LABORATORIES SHOULD INVOLVE SCHOOL OFFICIALS, ADVISORY COUNCILS, OTHER VOCATIONAL SERVICES, AND THE COMMUNITY.

- Secure recommendations from advisory council.
- Include considerations of local community regulations.
- Prepare written agreement between the local vo-ag department and the school board.

Guideline #2:

THE LAND/LIVESTOCK LABORATORY PROGRAM SHOULD BE EVALUATED PERIODICALLY AND WRITTEN RECOMMENDATIONS GIVEN.

- Conducted by a special study committee (advisory council).
- Using a standard evaluative instrument.

Guideline #3:

A TOTAL BUDGET FOR THE ENTIRE LAND/LIVESTOCK LABORATORY IS A NECESSITY, INCLUDING:

- Developmental budget
- Animal and crop operational budget
- Maintenance budget
Guideline #4:
TOTAL RESOURCES FOR DEVELOPMENT AND FUTURE ADDITIONS SHOULD BE FINANCED WITH DISTRICT FUNDS (DISTINCTION BETWEEN USE OF PUBLIC AND NONPUBLIC FUNDS); HOWEVER, THE OPERATIONAL EXPENSES SHOULD COME FROM COOPERATIVE SHARES, FFA MONIES, LOANS, OR SOURCES INVOLVING THE STUDENTS.

Guideline #5:
THE SCHOOL DISTRICT SHOULD CARRY ADEQUATE ACCIDENT INSURANCE AND LIABILITY COVERAGE ON THE LABORATORY, INCLUDING TEACHERS, STUDENTS AND VISITORS.
   a. The school legal or insurance consultant should be contacted and legal recommendations followed.

Guideline #6:

Guideline #7:
STUDENTS SHOULD BE INVOLVED IN CONSTRUCTION, OPERATION, AND MAINTENANCE OF THE LAND/LIVESTOCK LABORATORY.
   a. The modular concept should be utilized to enhance total student involvement.
   b. FFA activities should utilize and complement the facilities of the laboratory.
   c. Other vocational services should be aware of the facility and use it when appropriate.
   d. All grades K through eight should be involved in use of the facility.
Guideline #8:
LIVESTOCK AND CROP PRODUCTION CYCLES SHOULD BE CONDUCTED WITHIN THE NINE-MONTH SCHOOL YEAR OR ADJUSTED TO FIT THE INDIVIDUAL PROGRAM.

a. Short-term projects while school is in session fit advantageously into the concept of extending classroom learning activities.

b. Long-term livestock and crop modules may be used if they are important to a community's needs and include provisions for student summer involvement.

Guideline #9:
STUDENTS SHOULD BE INVOLVED IN THE LAND/LIVESTOCK LAB AS AN EDUCATIONAL EXTENSION OF THE VO-AG INSTRUCTIONAL PROGRAM DURING THE ENTIRE YEAR.

a. Providing short-term student-oriented workshops in summer on the land laboratory.

b. Serving as headquarters for equipment rental.

c. Leasing of the land, housing and other facilities of the land/livestock laboratory to responsible individuals lowers cost of maintaining facility.

d. Establishing summer school cooperative education programs on the lab including financial involvement of students to enhance interest and participation.

Guideline #10:
A WRITTEN INDIVIDUALIZED PLAN INCLUDING MAP, PURPOSES, POLICIES, AND PHILOSOPHY SHOULD BE DEVELOPED AND DISTRIBUTED TO ALL PARTIES CONCERNED IN THE ESTABLISHMENT AND CONDUCTION OF A LAND/LIVESTOCK LABORATORY.
IV. MANAGEMENT LAND/LIVESTOCK LABORATORIES:

Introduction

The following guidelines are designed to provide direction in the management of land/livestock laboratories. One must bear in mind that such guidelines are not absolute, but can serve to orient the teacher of vocational agriculture, the advisory committee and administration. These guidelines are broadly based and will have to be adapted to the local situation.

The management and supervision of a land or livestock laboratory involve many problems and responsibilities. Decisions based on sound principles and fact must be made in order to render such facilities effective.

Guideline #1:

LAND/LIVESTOCK LABORATORY MANAGEMENT AND OPERATIONAL PROCEDURES SHALL BE APPROVED BY THE ADMINISTRATION AND SUPPORTED THROUGH A YEARLY BUDGET. EXAMPLES OF ITEMS WHICH SHOULD BE BUDGETED FOR ARE:

   a. Taxes
   b. Water
   c. Electricity
   d. Facility maintenance
   e. Equipment and tools
   f. Consumable supplies
   g. Liability insurance
Guideline #2:

WHEN UTILIZING THE "MODULAR CONCEPT" OF TEACHING ALL POSSIBILITIES OF FINANCING SHOULD BE EXPLORED.

a. Class cooperatives
b. Revolving Funds
c. Bank loans
d. Donations - community, individual, organizations
e. School budget
f. FFA chapter

Guideline #3:

THE LOCAL ADVISORY COUNCIL SHALL BE UTILIZED TO ITS FULLEST POTENTIAL AS CONSULTANTS FOR THE LAND/LIVESTOCK LABORATORY.

a. Help secure sources of materials for use on laboratory
b. Help secure sources of markets for sale of produce
c. Advise on production methods
d. Advise on use of school-owned equipment
e. Advise on types of activities to be held on laboratory
f. Advise on legal situations which arise
g. Advise on maintenance and security of land/livestock laboratory

Guideline #4:

ACTIVITIES ON THE LAND/LIVESTOCK LABORATORY SHALL BE IN HARMONY WITH SCHOOL POLICIES, AND THE VOCATIONAL AGRICULTURE TEACHER WILL COORDINATE SUCH EFFORTS.
a. Agricultural teacher should discuss plans and develop a written agreement with administration for land/livestock laboratory use.
b. Teacher should have written agreement outlining rules and regulations for students utilizing land laboratory.
c. Parents should receive copy of all agreements between student and school and should co-sign agreements.

Guideline #5:
THE VOCATIONAL AGRICULTURE INSTRUCTOR SHALL BE RESPONSIBLE FOR ADEQUATE SUPERVISION OF THE LAND/LIVESTOCK LABORATORY AT ALL TIMES.
   a. Agricultural instructor should be in the area when land/livestock laboratory is in use.
   b. Other responsible supervision can be supplemented in place of agricultural teacher in case of necessity with the approval of ag teacher.

Guideline #6:
ALL STUDENTS UTILIZING THE LAND/LIVESTOCK LABORATORY SHALL HAVE ADEQUATE ACCIDENT INSURANCE.
   a. School insurance policy
   b. Private insurance policy

Guideline #7:
TEACHER TIME ALLOTTED TO THE LAND/LIVESTOCK LABORATORY SHALL BE IN CORRELATION WITH TIME ALLOTTED TO INSTRUCTION AND SUPERVISED VISITS.
   a. Class time used for group instruction
   b. Time out of class used for supervision of personal projects on land/livestock laboratory
   c. Time required shall not exceed normal supervisory time for the total vocational program
Guideline #8:
TOTAL LAND/LIVESTOCK LABORATORY SHOULD BE ENCLOSED AND PROTECTED IN
SUCH A MANNER TO PREVENT UNAUTHORIZED ENTRY AND TO SECURE EQUIPMENT AND
LIVESTOCK.

a. Chain-link fence is advisable.
b. Security lighting is recommended.
c. Secure power driven equipment whenever possible.
d. Provide locked storage for small tools.
e. Provide security for individually owned supplies.

Guideline #9:
BUILDING AND FACILITY MAINTENANCE SHALL BE THE RESPONSIBILITY OF THE
SCHOOL MAINTENANCE PERSONNEL.

a. Solicit maintenance by means of work order or other orderly procedure.
b. Provide for maintenance and security costs in budget.
c. Provide for vo-ag department to implement repairs with approval
   of maintenance department.

Guideline #10:
WEED CONTROL AND EQUIPMENT MAINTENANCE SHALL BE THE RESPONSIBILITY
OF THE AGRICULTURE TEACHER.

a. Use students in educational situation during the school year.
b. Hire students through work study, FFA, or school budget.
c. Use student labor in exchange for use of facilities in summer.
Guideline #11:

LIVESTOCK RAISED ON THE LAND/LIVESTOCK LABORATORY SHALL FIT THE LOCAL LABORATORY SITUATION.

   a. Facilities must be adequate for type of livestock to be raised.
   b. Agricultural teacher shall be responsible to see that proper feeding and care of all livestock is done on a regular basis.
   c. Livestock type and quality shall fit the student's goals for his productive enterprise or career project as well as fitting the goals of the department's instructional program.

Guideline #12:

CONSUMABLE SUPPLIES SHALL BE BUDGETED AND PURCHASED THROUGH THE MOST ADVANTAGEOUS ARRANGEMENT.

   a. Consider quality, price, and service in making purchases.
   b. Consider public relations in planning local purchases.
   c. Purchase consumable supplies in largest feasible and economic amounts.
   d. Use credit wisely in relation to purchasing bulk supplies.

Guideline #13:

MARKET PRODUCTS TO THE BEST ADVANTAGE OF THE STUDENT, BOTH EDUCATIONALLY AND FINANCIALLY.

   a. Incorporate local marketing methods.
   b. Contract products to purchase or sell in advance.
   c. Utilize laboratory products in other school projects.
   d. Conduct special sales.
V. STANDARDS - LAND/LIVESTOCK LABORATORIES:

In order to provide uniformity and assist in budgeting and ease of maintenance and operation, reasonable standards should be followed. The intent of the following guidelines is to establish standards which will encourage effective use of land laboratories, meet the educational objectives of the local agricultural program, and extend the vocational agriculture classroom to a doing level without undue burden on the teacher or excessive red tape or paperwork.

Guideline #1:

LAND/LIVESTOCK LABORATORIES SHOULD BE LOCATED ON OR ADJACENT TO SCHOOL GROUNDS, OR WITHIN WALKING DISTANCE. IF NOT, BUSSING SHOULD BE PROVIDED BY THE SCHOOL AND KEPT TO A MINIMUM.

a. Whenever possible, utilize school-owned expansion sites.

Guideline #2:

LAND/LIVESTOCK LABORATORIES SHOULD BE AS LARGE AS NECESSARY TO PROVIDE SOUND EDUCATIONAL EXPERIENCES.

a. Whenever possible, land/livestock enterprises should be of sufficient size to realistically demonstrate the principles involved in a commercial operation.

b. Size should be determined in relationship to the time available for instructor to supervise the facilities.

c. Large size is not recommended except for special needs as most departments only need three to ten acres.
Guideline #3:
LAND/LIVESTOCK LABORATORIES SHOULD BE DESIGNED TO PROVIDE DIVERSIFIED AGRICULTURAL EXPERIENCES.

a. Include as many of the agricultural enterprises common to the community as possible. Clustering of activities is desirable.
b. Avoid becoming involved in exotic breeds or crops.

Guideline #4:
ANY NECESSARY BUILDINGS ON THE LAND LABORATORY SHOULD BE CENTRALLY LOCATED AS TO PROVIDE EASE OF STUDENT SUPERVISION, MAXIMUM USE, AND ACCESSIBILITY.

a. Buildings should be kept to a minimum in number.
b. Buildings should be of a multi-functional nature.
c. Buildings should meet school board approval.
d. Buildings located on school grounds should complement the quality architecture of the school.
e. Buildings should be arranged to facilitate field days or events involving large numbers of people.

Guideline #5:
LAND/LIVESTOCK LABORATORIES LOCATED OFF SCHOOL GROUNDS SHOULD PROVIDE RESTROOMS AND PARKING FACILITIES.

a. Chemical restrooms can be used when standard facilities are impossible to obtain.
b. Include facilities for both sexes and if possible occasional large groups of people.
Guideline #6:

EQUIPMENT SHOULD BE OBTAINED WHICH PROVIDES EDUCATIONAL VALUE TO A MAXIMUM NUMBER OF STUDENTS, AND SHOULD BE RELATED TO THE APPROVED FARM PRACTICES COMMON TO THE PRODUCTION AGRICULTURE OF THE AREA.

a. Equipment may be purchased.
b. Equipment may be leased.
c. Equipment may be rented.
d. Equipment may be donated.
e. All equipment should be modern so students are not learning to operate obsolete equipment.

Guideline #7:

LAND/LIVESTOCK LABORATORIES SHOULD BE AN INTEGRAL PART OF THE TOTAL VOCATIONAL AGRICULTURE FACILITIES AND TIME SPENT ON THE LAND LAB SHOULD BE BASED ON EDUCATIONAL OBJECTIVES RELATIVE TO THE TOTAL PROGRAM.

e. Prior planning should be the basis for utilization of the land/livestock laboratory.

Guideline #8:

APPEARANCE, MANAGEMENT, SUPERVISION, AND QUALITY OF ENTERPRISES LOCATED ON THE LAND LABORATORY SHOULD BE EQUAL TO OR BETTER THAN THE OUTSTANDING AGRICULTURAL BUSINESSES OF THE COMMUNITY.

a. Provide for maintenance of facilities.
b. Provide attractive public sign of facilities.
c. Provide attractive landscaping.
d. Provide adequate storage.
e. Develop and use proper weed control and clean-up program.
Guideline #9:

EVALUATION OF THE LAND/LIVESTOCK LAB SHOULD BE BASED UPON THE ACCOMPLISHMENT OF THE OBJECTIVES IDENTIFIED BY THE LOCAL TEACHER.

a. Utilization of standard evaluation sheets for evaluation.

b. Evaluation by advisory committee, teacher, student, and administration.

c. Evaluation annually as a minimum number of times for accountability.

Guideline #10:

OPERATION OF LAND/LIVESTOCK LABORATORIES SHOULD BE IN HARMONY WITH SCHOOL BOARD POLICIES, AND SUBJECT TO THEIR APPROVAL.
PART B

LEGAL ASPECTS OF SCHOOL LAND/LIVESTOCK LABORATORIES IN ARIZONA *

The use of a school land/livestock laboratory for the practical application of classroom learning is rapidly gaining importance in Arizona vocational agriculture departments. Questions have been raised relative to the legal aspect involved in the establishment and operation of such laboratories.

It was found that many of the questions which have been raised were not covered by specific law and that some of the possibilities for the operation of a land/livestock laboratory would need to receive an opinion from the State Attorney General in order to be clarified. It was suggested by several of the people providing information that immediate specific opinions not be sought on some of these questions. It was felt that there might be the effect of "stirring up a hornet's nest" and causing a ruling or opinion which might prevent a school from continuing some activity or program of educational nature which otherwise could have continued for some time until the activity was questioned or a ruling was made in the future.

* The information contained herein was obtained from a variety of sources, including Arizona Revised Statutes, various textbooks, and opinions from individuals in the Colleges of Law and Education, and a Deputy County School Superintendent of Pima County.
I. ESTABLISHING SCHOOL-OWNED LAND/LIVESTOCK LABORATORIES

The legal basis for establishing a school land/livestock laboratory as an aid in enriching the Vocational Agriculture curriculum is as follows:

The high school shall employ trained instructors with qualifications fixed by the State Board of Education and shall provide suitable classrooms and laboratory facilities for such instruction according to regulations established by the State Board of Education, and may provide a tract of land, together with buildings, machinery, tools, equipment, and appliances suitable for field work in agriculture. (ARS:15-1051)

The establishment of the land/livestock laboratory should be closely coordinated with the school administration and school board. The laws regarding purchase or lease of land as well as the construction of permanent buildings must be followed. A bond election for voter approval may be required to secure money for the construction of buildings on the laboratory.

At the time of establishing the laboratory, a written policy should be formulated between the Vocational Agriculture Department and the school board including all the major items of concern. Such a policy would serve to minimize the conflicts which may arise, especially in areas not specifically covered by statute. A sample policy can be found in Part C of this publication.

The scope of activities conducted on the land/livestock laboratory would include any and all learning activities which could be justified in the educational program of the department. Close cooperation with an advisory committee, as well as other persons in the community, would be valuable in gaining support of the administration and school board for the development of the laboratory.

II. FINANCING OF SCHOOL-OWNED LAND/LIVESTOCK LABORATORIES

There appears to be three basic methods of financing the operation of the laboratory. They are as follows:

a. The school would provide district funds for all operating expenses involved on the laboratory.
1. Money would be budgeted and expended under the consumable supplies category (2100), or
2. Money would be budgeted and deposited in a revolving fund to a student activity account.
   b. The local FFA Chapter would provide the financing for the operation of the laboratory.
   c. Class or FFA cooperatives would be formed to finance all or part of the operation conducted on the laboratory.

III. USING MONEY DERIVED FROM THE LABORATORY

Student activities money and school district money are defined by law as follows:

All money raised with the approval of the board of trustees or board of education of a common or high school or junior college district by the efforts of students in pursuance of, or in connection with, all activities of student organizations, . . . shall be deemed student activity money.

Money received from rental of district property, tuition fees and other district receipts are school monies and shall be deposited with the county treasurer to the credit of the district and shall be expended as provided by law for other school funds. (ARS:15-1271)

The use of monies obtained from the operation of the land/livestock laboratory would depend mainly on the method of financing. The use of the monies derived from the laboratory under each of the major methods of financing is as follows:

a. School financed operation:
   1. Consumable supplies budget.

Under this type of financing, the land/livestock laboratory would be operated similar to any other laboratory, such as chemistry or physics labs. Funds would be budgeted for all necessary expenses on the laboratory. The returns from the sale of products produced would be returned to the school districts' accounts. Even though this income may be returned to the school early in the fiscal year, the law does not allow for this money to be spent for other items during that fiscal year. Such income is placed in the general fund which is applied
to the next year's budget; thus slightly reducing the tax load required for the next fiscal year.

Under current Arizona law, the full expense of the land/livestock laboratory may be provided from the district funds budgeted for that purpose. However, it is not possible for revenue or profit derived from the laboratory under this method of financing to be used to benefit individuals or a specific group of individuals such as the FFA Chapter. Under this method of financing, it is possible to hire students on wages to provide labor on the land/livestock laboratory using budgeted funds. In this manner, a school could provide occupational experiences for students utilizing the land/livestock laboratory. The procedure for the hiring and paying of these students should be worked out with the local district. Work study and NYC funds could also be used to hire student labor to work on land/livestock laboratories.

2. Revolving fund.

The board of education or board of trustees of a school district may, by resolution entered upon its minutes, establish a revolving fund for the purpose of meeting necessary current expenses connected with student activities as defined by this article. The amount of the revolving fund shall be determined by the board which establishes the fund and the provision for its establishment shall be included in the budget. The amount of money provided in the revolving fund shall, at the end of each fiscal school year, be returned to the credit of the school district and the fund re-established as provided in this section. (ARS:15-1274)

The law is not clear on whether or not any profit would also have to be returned to the district accounts. If the profit could remain in the student activity account, this method of financing would provide a source of revenue for the FFA while removing the possible necessity of the advisor signing for a loan at the local bank. When exploring this type of financing, it might be necessary for the administration to obtain assistance from the county attorney in setting up the revolving fund for this purpose.
b. FFA financed operation:

Under this arrangement, the school may provide the facilities and equipment, and the land for the laboratory, but the FFA Chapter would finance the operation from chapter funds, bank loans, or whatever other means are at the chapter's disposal. Under this method of financing, the revenue, including any profit, would go to the FFA Chapter and be handled through the student activities fund. If school facilities and equipment are being used for the laboratory by the FFA Chapter, a policy should be adopted concerning possible rent of facilities from the school. The administration and school board may adopt the policy that the educational value and classroom use of the laboratory justifies the use of some district funds for its maintenance. However, their position should be stated in a written policy; in case some person in the community questions the use of public monies to "subsidize" the FFA Chapter.

The procedure used to hire and pay students from the FFA account for work done on the laboratory should be approved by the administration and school board.

c. Cooperative financed operations:

If a cooperative is established to finance the operation of the laboratory, through the sale of shares to students; the returns would be distributed to the shareholders. The FFA could also be involved in this type of operation by selling some of the shares to the FFA organization. Under this arrangement, a policy should be adopted with the local district concerning the use of facilities and equipment provided by the school.

Regarding the above procedure, no specific law or opinion covering this type of operation was found. One resource person questioned its legality, although he knew of no statute prohibiting it. It is apparent that thorough planning with the administration and school board is absolutely necessary. A written policy should be adopted by the school board and included in their minutes. This policy should cover the organization, operation, and control of the cooperative, including possible provision for auditing of the accounts. It appears that this type of planning and school board approval would be satisfactory until such time as an official ruling might be made.
IV. LAND LABORATORY BANK ACCOUNT

The nature of the land/livestock operation is such that funds must be readily available for the purchase of supplies needed for the laboratory. The question was raised concerning the possibility of establishing a bank account for the laboratory in the name of the FFA without going through the student activity account.

The law states that student activities money must be deposited with the student activities treasurer who will keep an accurate record of deposits and expenditures from the account of each student organization. Specific provisions are made for the control and auditing of these accounts as set forth in ARS 15-1272.

Arizona Statutes do not provide for the establishment of "separate accounts" for student organizations at a local bank. It is recommended that a good working relationship be established with the student activities treasurer so that purchase orders and/or payments for supplies for the laboratory may be obtained with the least possible delay and inconvenience. Advance planning will reduce the need for "rush" purchases of supplies.

If a student cooperative is made operational, the possibility of establishing a separate cooperative student activities account should be considered. This would facilitate keeping the co-op money separate from the general FFA funds.

V. LIABILITY INVOLVED WITH SCHOOL LAND/LIVESTOCK LABORATORIES

For clarification, the following definitions are provided:

a. Liability - the condition of being responsible, either for damages resulting from an intentional tort, or a negligent act.

b. Tort liability - a tort is either a deliberate act or an act of omission causing harm to an individual often without intention but which might and should have been prevented.

c. Negligence - implies failure to anticipate possibilities and to employ the precautions which ordinarily prudent people would use. It would include failure to exercise "due care" in any given situation.
"Teachers are personally liable to pupils for injuries growing out of their own negligence. To avoid liability, all that is required of a teacher is that he exercise, in the management of pupils, the care that a reasonably prudent person would have exercised in the same or similar situation." ¹

The following statements should also be considered in reference to liability involved with land/livestock laboratories.

"...it appears proper to suggest certain obvious things which a district should do in promoting safety and reducing possible tort situations. Buildings, grounds, transportation and other equipment should be well planned and kept in good repair. Employees of all types should be carefully selected. Regulations affecting pupils and various classes of personnel should be clearly formulated and properly disseminated. For the possible contingency (possible future, uncertain) of personal injury to pupils and other individuals, there should be indicated the basic desirable procedures - care of the injured person, complete reports to the school authorities, and contact with the legal representatives of the school and, if necessary, the insurance company. Observance of these suggestions may well serve to forestall or prevent injuries and reduce possible litigation." ²

VI. SPECIFIC ITEMS CONCERNING LIABILITY

a. Liability insurance:

The type and amount of liability insurance carried varies with the school. The vocational agriculture teacher should confer with school officials concerning liability insurance for activities conducted on the land/livestock laboratory. Since these activities are school related they most likely are covered under the school liability policy. However, all possible liability situations should be discussed with the insurance representatives to be sure these would be covered.


In some situations, students hired to work on the laboratory may be covered by workman's compensation, depending on the method of hiring, etc.

It is recommended that the teacher purchase an additional personal liability insurance policy such as the type included with many homeowner's policies. This policy would cover any possible negligence which could be construed to have happened when the teacher was not in the performance of his actual school responsibilities. For example, if a student was injured while the teacher was on vacation, the school's policy might not cover a possible suit.

b. Student activities when teacher is not present:

Students involved in activities on the land/livestock laboratory should be carefully supervised. The amount of supervision will, of course, depend upon the age and experience of the student and on the extent of the hazards involved. If machinery must be operated or other hazardous work done while the instructor is away from the laboratory (vacation, etc.), provisions should be made for a qualified adult person to supervise these activities. If this procedure is not followed and a student is seriously injured, the teacher and the school are left in a vulnerable position for a liability suit.

c. Keeping personal or individual student livestock on the laboratory:

It is difficult for an administrator to justify to the community why public funds should be used for facilities to house an animal owned by the vocational agriculture teacher. If such an animal is housed at the school, an appropriate payment should be made to the school.

Student projects are a part of their vocational education program. It may be appropriate for a school to provide facilities for students to raise an animal. If facilities are limited, it may be hard to justify why facilities are provided for some students and not for others. Again, there is the problem of public funds being used to accrue profit for an individual. Therefore, if facilities for student projects are provided, an appropriate rental fee should be charged for the maintenance and operation of these facilities.
VII. CONCLUSIONS

1. Many activities conducted on the school land/livestock laboratory are not covered by specific law.

2. Resolutions or policies adopted by the school board will cover many possible activities until such time as specific law or opinions are issued.

3. Adequate liability insurance must be obtained. Adequate supervision of laboratory activities must be provided to minimize possible liability situations.

4. Careful planning and coordination of laboratory activities should be carried out with school officials and the school board.

5. Careful control and accounting of all monies involved must be maintained; especially when public funds are used in the financing of the laboratory's operation.

6. The activities on the laboratory should be consistent with the educational objectives of the vocational agriculture program.

7. The local advisory committee should be used to help insure appropriate utilization of the laboratory facilities.
PART C

SUGGESTED OUTLINE FOR DEVELOPING AN OPERATIONAL PLAN
FOR SCHOOL LAND/LIVESTOCK LABORATORIES

The suggested outline for designing the local operational plan for the
development and utilization of the school land/livestock laboratory should
include the following components:

I. Statement of Philosophy - (The rationale for utilizing the land/live-
stock laboratory to enhance the instructional program.)

II. Purposes - (Functions for which the facilities are to be used.)

III. Layout of Facilities - (Map)

IV. Policies - (Statements to assure proper planning, organization,
management and evaluation of laboratory facilities.)

V. Agreement - (Written agreement between the Board of Education and the
Vocational Agriculture Department concerning the laboratory.)

VI. Budgets - (Developmental and annual operational)

VII. Time Schedule - (Sequential plan for the development of the laboratory.)

On the following pages, examples of each of the above components are
discussed (illustrated) in greater detail.
I. STATEMENT OF PHILOSOPHY FOR LAND/LIVESTOCK LABORATORY

There is a need for a vehicle to provide practical application of knowledge gained in the classrooms for students enrolled in vocational agriculture. It is the responsibility of the _________ high school district and the vocational agriculture department to provide those "hands on" experiences which will allow students to become competent in their career choice in agriculture. One means to provide this needed training for the development of agricultural skills and abilities is the school land/livestock laboratory.

The school land/livestock laboratory is an integral part of the total vocational agriculture program and exists for the primary purpose of strengthening education in agriculture. The laboratory provides an opportunity for students to apply classroom knowledge through the concept of "learning by doing". They also serve as a valuable teaching tool to help achieve the program objectives of the local department of vocational agriculture.

The land/livestock laboratory should be used by the agriculture teacher as an educational tool to provide specific learning activities needed for the development of those skills and competencies essential for entry into agriculture occupations. The activities planned on the laboratory should complement and supplement those areas of the curriculum which are most important to equip students to fulfill their career objectives. Practical application of the concepts taught in most areas of the vocational agriculture curriculum can be obtained by the proper planning and use of the school's land/livestock laboratory.

II. PURPOSES OF LAND/LIVESTOCK LABORATORY

The following are suggested purposes that should be considered when developing operational plans for the utilization of school land/livestock laboratories:

1. To provide facilities for extending classroom learning activities to the "doing" level.
2. To conduct activities which will enhance the educational aims of the vocational agriculture instructional program.
3. To provide opportunities to demonstrate approved practices in agricultural production, mechanics, marketing, and business management.

4. To promote students' supervised occupational experience program.

5. To provide practical experiences in planning, budgeting, financing, and record keeping for production enterprises.

6. To provide students with diversified experiences and skills in agriculture including the safe operation and maintenance of farm machinery.

7. To provide more practical and satisfactory follow-up of student's performance when demonstrating proficiency of specific skills than can be accomplished in the limited time of a field trip.

8. To provide students with experiences in working and cooperating with others.

9. To provide work situations where students can develop the proper attitudes essential for employability.

10. To provide opportunities for supervised occupational experience programs for students by providing facilities for production projects and/or work experience programs on the land/livestock laboratory.

11. To assist in preparing the individual student for a satisfying and productive career in the broad field of agriculture.

12. To contribute to the improvement of agriculture in the local area.

13. To publicize the vocational agriculture department in the school and community.

III. LAYOUT OF LAND/LIVESTOCK LABORATORY FACILITIES

Careful planning should be completed regarding the physical facilities used on the land/livestock laboratory. Buildings and equipment should be selected to enhance the purposes for which the laboratory is established. They should be conveniently arranged and lend themselves to ease of maintenance.

A scale drawing of proposed facilities should be included in the operational plan prior to submitting to the administration and school board for approval.

All physical facilities should be of high quality.
IV. POLICIES FOR LAND/LIVESTOCK LABORATORY

The following are suggested policy statements that should be considered when establishing and operating a school land/livestock laboratory. Items included herein will cover most situations encountered in developing and utilizing such laboratories. In developing a policy statement for a local school district, only those items which are appropriate to local conditions and philosophy should be included.

a. Organization (establishment) of land/livestock laboratory:
   1. Planning and formulating policies will be a coordinated effort on the part of the local vocational agriculture instructor, advisory committee, administration and school board.
   2. The vocational agriculture department and school board will develop and follow a written agreement for operating the land/livestock laboratory.
   3. Land/livestock laboratory activities will be conducted in harmony with school policies.
   4. All activities planned and conducted on the land/livestock laboratory will be of an educational nature. The land/livestock laboratory will be planned to complement the vocational agriculture curriculum.
   5. The land/livestock laboratory will provide "hands on" experiences for the application of agricultural principles studied in the classroom.
   6. The land/livestock laboratory will be as large as necessary to provide sound educational experiences.
      a) Enterprises will be large enough to demonstrate realistically the principles of a commercial operation.
      b) Available supervision time will help determine size of the laboratory.
   7. Buildings on the land/livestock laboratory will be well designed and be centrally located to provide ease of student supervision, promote maximum use of instructional time, and ease of accessibility for teacher and students.
      a) Number of buildings will be kept to a minimum.
      b) Buildings will be of a multi-functional nature.
c) Buildings will be of high quality construction.

d) The school board will approve all building specifications.

e) Public facilities (restrooms) will be provided, if necessary.

8. Equipment will be obtained with district funds to complement the areas of instruction contained in the curriculum. Equipment procured should also provide educational experiences for a maximum number of students.

9. Equipment will be adequate to demonstrate approved agricultural practices common in the community.

10. Essential equipment will be purchased. Infrequently used equipment will be leased or rented.

11. The school district will provide funds for the purchase of land, buildings and equipment for the land/livestock laboratory and for the repair and maintenance of these items.

12. The land/livestock laboratory will be enclosed and protected to prevent unauthorized entry and to assure maximum security for equipment and livestock.

a) Chain link fences.

b) Security lighting.

c) Locked storage for equipment and tools.

d) Security for individually-owned supplies.

13. Quality, appearance and management of buildings, equipment and enterprises on the land/livestock laboratory will be comparable to the better agricultural businesses in the area.

14. The school district will provide adequate liability insurance to protect board members, administrators, and vocational agriculture instructor(s) in case of injury to students, parents or visitors while on the premises of the land/livestock laboratory.

15. Students will be encouraged to purchase school accident insurance to cover personal injury while engaged in activities on the laboratory premises.

16. The school district will provide appropriate facilities needed for departmental projects, cooperative group projects and individual projects.

17. District funds will be used to erect appropriate signs designating the various areas of the land/livestock laboratory.
18. The land/livestock laboratory will be attractively landscaped. District funds and personnel will be used to establish and maintain this landscaping.

19. Future additions to the laboratory facility will be provided through district funds.

20. Students, vocational agriculture instructor(s), advisory council members, administrators and school board members will aid in evaluating the effectiveness of the laboratory on an annual basis.

21. The land/livestock laboratory will be evaluated annually to determine its contributions to the effectiveness of the total vocational agriculture program.

22. Land/livestock laboratory policies will be closely followed. The school board will have final approval of policy changes.

23. Copies of the operational plans for utilization of school land/livestock laboratories will be distributed to all parties concerned.

b. Operation and maintenance of land/livestock laboratory:

1. Yearly developmental and operational budgets will be made by the vocational agriculture instructor(s) and will be approved by the administration and the school board.

2. The vocational agriculture instructor(s) will be responsible for the supervision of the land/livestock laboratory.

3. A minimum number of activities will be scheduled during periods of the instructor's absence. Supervision for essential activities during the instructor's absence will be provided by a qualified adult.

4. The school district will provide the vocational agriculture instructor(s) a minimum of one (1) period per day for supervision of land/livestock activities in addition to the regular planning period.

5. Basic maintenance functions will be carried out by the school maintenance department; not solely by vocational agriculture personnel except where the required maintenance would complement subject matter being taught in the vocational agriculture classes.

6. Weed control around the laboratory and buildings will be done by the school maintenance department. Weed control in crops will be the responsibility of the vocational agriculture department.
7. Free student labor will not be exploited beyond basic learning activities which are a part of the curriculum.

8. The school may hire student workers using district funds when necessary to operate and maintain the laboratory.

9. A teacher's aid will be employed using district funds to aid in the management of the land/livestock laboratory.

10. Production enterprises carried out on the laboratory will be financed as follows:
   a) Departmental projects will be financed with district funds and operated primarily to complement classroom instruction.
   b) Cooperative group projects will be financed and operated by two or more students, an entire class or the FFA Chapter as an extension of the curriculum and/or as a part of the students' supervised occupational experience programs.
   c) Individual projects will be financed and supervised by selected individual students as a part of their supervised occupational experience program.

11. Individuals or groups having production enterprises on the laboratory, and their parents, will sign an agreement listing the duties and responsibilities involved as a result of using the laboratory facilities.

12. Supervised visits will be conducted on the land/livestock laboratory for those students conducting all, or part, of their supervised occupational experience program on the laboratory.

13. The primary aim of the land/livestock laboratory is to provide realistic learning activities for students. It is not the intent to make a profit.

14. When profits are derived from any enterprise conducted on the laboratory, such profits will revert to the individual, group or organization who financed the specific enterprise. (See Part B-Section III).

15. The modular concept will be utilized to incorporate activities on the land/livestock laboratory to accomplish the objectives of the vocational agriculture program.

16. The modular concept will be utilized to involve entire classes in enterprises on the laboratory.
17. Modular projects conducted as a part of the vocational agriculture curriculum will begin and end during the school year. Individual and group projects may be conducted on the land/livestock laboratory during summer months provided all activities are under the approval and supervision of the vocational agriculture instructor(s).

18. Students with production enterprises on the land/livestock laboratory will keep accurate records on their enterprises. All students involved in a "cooperative" on the laboratory will keep a complete set of records for that cooperative enterprise.

19. Accurate records will be kept on all enterprises by the persons or groups conducting each enterprise on the land/livestock laboratory.

20. The vocational agriculture instructor(s) will approve, supervise, and give advice regarding all enterprises conducted on the land/livestock laboratory.

21. A student land/livestock laboratory committee will be established to coordinate activities on the laboratory.

22. A student farm manager(s) will be selected to assist in directing laboratory activities.

23. The vocational agriculture advisory council will serve as consultants for the laboratory facility.

24. Students will make managerial decisions with guidance by the instructor as a part of the regular classroom instruction. The vocational agriculture instructor(s) will be the final authority for all management decisions made on the land/livestock laboratory.

25. Learning activities on the land/livestock laboratory will be designed to involve every student in the local vocational agriculture program in an attempt to meet individual training needs.

26. Yearly operational budgets will be completed for all enterprises planned and conducted on the land/livestock laboratory.

27. The land/livestock laboratory will be used to acquaint students in the lower grades to the "world of work in agriculture" and to also acquaint them with the vocational agriculture program.
28. Students will be responsible for the following provisions when using the land/livestock laboratory for individual, group or modular projects:
   a) Projects must have prior approval of the vocational agriculture instructor(s).
   b) Projects must be planned completely before they are begun.
   c) The individual student is responsible for managing and caring for his project. The group is responsible for group and modular projects.
   d) Students are responsible for the labor involved in maintaining the facilities they use for their project.
   e) Materials and equipment for maintaining the land/livestock laboratory facilities will be provided by the vocational agriculture department through the annual budget; except in cases of repair or replacement resulting from student neglect, in which case, the individual will be responsible.
   f) Profits and/or losses will be absorbed by the individual or group after normal financial settlements have been made for rent of facilities, equipment, water, etc.
   g) Business agreements will be made between all persons involved in projects conducted on the land/livestock laboratory. These agreements will have the approval of parents, vocational agriculture instructor and administrator.

29. The following policies will be adhered to regarding the use of equipment on the land/livestock laboratory:
   a) Any equipment owned by the vocational agriculture department may be used on the land/livestock laboratory by the students provided its use has been approved by the vocational agriculture instructor and the student has demonstrated his ability to safely operate the equipment.
   b) Equipment not owned and maintained by the vocational agriculture department must be proven to be in safe operating condition before being used by students on the facility.
   c) Students will be responsible for damaged or lost equipment resulting from neglect while such equipment is in their care. The vocational agriculture department will assume normal maintenance or repair costs on equipment through the department budget.
30. Rental fees for the use of facilities and equipment for individual or group projects on the land/livestock laboratory will be established by the vocational agriculture department with approval by the administration and school board. The rental fees will be collected by the farm manager and deposited in the school account for rental fees.

31. Livestock and crops raised on the laboratory should follow approved agricultural practices.

32. Students will properly care for crops and/or livestock which they own or manage. Failure to do so will result in appropriate disciplinary action. (Note: Spell this action out for local situation).

33. Only high quality livestock will be allowed on the livestock laboratory. The vocational agriculture instructor(s) will approve all animals housed on the laboratory.

34. Crops and livestock will be marketed to the best advantage of the student; both educationally and financially.

35. Operating policies will be evaluated annually by students, vocational agriculture instructor(s), administration, advisory committee and school board.

36. The school board will give final approval to changes in operating policy.

37. The vocational agriculture instructor(s) will have final jurisdiction for management decisions. In multiple teacher departments, one of the vocational instructors will be assigned the final supervisory and management responsibility for the land/livestock laboratory.

38. The school, vocational agriculture instructor(s), administrators and school board members will assume no liability for the illness or death of individual or cooperatively-owned livestock.

39. The vocational agriculture instructor(s) will notify students of the benefits and availability of crop and livestock insurance.

40. All individual and cooperative enterprises conducted on the facility may be used for instructional purposes at the discretion of the vocational agriculture instructor.

41. Commercial advertising of any nature will not be permitted on the land/livestock laboratory.
V. AGREEMENT

Land/Livestock Laboratory Agreement
This agreement between the ____________ High School Board of Education and the ____________ High School Vocational Agriculture Department, shall be in effect during the __________ school year.

The Board of Education of the ____________ High School agrees to provide:

1. Land, as indicated on the land/livestock laboratory map, for agricultural activities to enhance the vocational agriculture curriculum.
2. Advice and financing for approved permanent installations and capital improvements on the land/livestock laboratory.
3. Necessary expendable supplies for instructional activities conducted on the land/livestock laboratory.
4. Basic maintenance and repair for buildings and equipment on the land/livestock laboratory.
5. Adequate liability coverage for all persons involved with the land/livestock laboratory.
6. Adult or student part-time labor for the operation of the land/livestock laboratory.
7. Final control, supervision and legal responsibility for the school land/livestock laboratory.
8. At least one class period per day for supervision of the land/livestock laboratory by the instructor(s) in addition to the regular planning period.

The Vocational Agriculture Department of ____________ High School agrees to:

1. Provide sound educational experiences on the laboratory to complement classroom instruction.
2. Conduct activities on the land/livestock laboratory in harmony with established school policies.
3. Provide management for the operation of the land/livestock laboratory. The vocational agriculture instructor(s) will provide final management decisions.
4. Provide student labor for enterprises on the land/livestock laboratory so long as this student labor is not exploited.
5. Identify sources for the financing of individual and cooperative production projects.

6. Provide adequate supervision of activities conducted on the land/livestock laboratory.

7. Develop annual budgets for the operation, development and improvement of the laboratory facility.

8. Maintain accurate records on all enterprises conducted on the land/livestock laboratory.

9. Complete business agreements with all persons involved with enterprises/projects on the land/livestock laboratory.

10. Maintain the quality and appearance of the land/livestock laboratory comparable to the best agricultural producers in the community.

11. Establish and maintain an active advisory committee to give recommendations for operating and utilizing the land/livestock laboratory.

The Board of Education and Vocational Agriculture Department of ________________ High School agree:

1. To follow the current listed purposes, written policies, and procedures for utilizing the land/livestock laboratory.

2. That policy changes will be submitted, in writing, to all parties concerned prior to adoption. The school board will have final jurisdiction in determining changes in policy.

3. That profits from enterprises financed with district funds will return to the district.

4. That profits derived from individually or cooperatively financed enterprises will return to the individual or members of the cooperative.

5. That student and/or instructor labor will not be exploited on the land/livestock laboratory.

6. That the land/livestock laboratory is not required to make a profit.

7. That the vocational agriculture instructor(s), department, administration or school board will have no responsibility for losses on individually or cooperatively-owned enterprises.

8. That vocational agriculture department equipment may be used on the land/livestock laboratory by students provided its use has been approved by the vocational agricultural instructor(s) and the student has demonstrated the ability to operate safely the equipment.
9. That the school superintendent will be designated as the school board's representative and will handle routine matters regarding the laboratory not requiring school board action.

10. That safety instructions and follow through will be of the utmost importance in establishing, maintaining and operating the land/livestock laboratory.

11. That an annual evaluation of the land/livestock laboratory will be made relative to its contribution to the objectives of the vocational agriculture program. This evaluation made by students, vocational agriculture instructor(s), advisory council, administration and school board will be used to initiate changes and recommend improvements for the laboratory utilization and operation.

In witness thereof the above parties hereto affixed their signatures.

______________________________  ________________________________
School Board President          Advisory Committee President

______________________________  ________________________________
Superintendent                 FFA Chapter President

______________________________  ________________________________
Principal                      Vocational Agriculture Instructor
VI. BUDGETS FOR THE LAND/LIVESTOCK LABORATORY

a. Developmental Budget (5-Year Plan)

19__ - 19__ $ 

Land  
Security Fencing  
Water System  
Electricity and Lighting  
Cattle Pens  
Land Leveling  

Total $ 

19__ - 19__ $ 

Tractor  
Equipment  
Flow  
Planter  
Disc  
Blade  
Storage Buildings  
Grain Storage Facilities  

Total $ 

19__ - 19__ $ 

Portable Scales  
Squeeze Chute  
Swine Feeding Module  
Greenhouse 10' x 20'  
Lathhouse 20' x 20'  
Cultivator  
Lister  
Restrooms  

Total $
b. Operational Budget

19__-19__
Electricity
Water (domestic)
Water (irrigation)
Equipment rental
Gasoline and oil
Seed
Fertilizer
Livestock
Feed
Weed control
Repairs and Maintenance
Transportation
Harvesting costs
Horticulture supplies
Broiler chicks
Labor
Hand tools
Miscellaneous

Total $  
$  
$  

-46-